# Instructional Technology Newsline

**Instructional Technology Staff**
**573/751-8247**

◆ Deborah S. Sutton, Director

◆ Kathy Parris, Supervisor

◆ Claranne Vogel, Supervisor

◆ Lisa Walters, Library Media /Tech Consultant

◆ Rosalyn Wieberg, Supervisor

◆ Kelly Kempker, Administrative Assistant

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## ◆ Instructional Technology Update

*January 2001 should be an exciting and busy month. We will see our new Governor and President inaugurated, and eagerly anticipate learning of their visions and plans for educational technology. While change will be inevitable, we must stay committed to implementing technology into effective teaching and learning practices. We've only just begun showing the student outcomes possible, when technology is fully integrated. Let's keep up the good work.  -Deb*

**Technology Literacy Challenge Fund Grants Update**
On December 21, President Clinton signed the Consolidated Appropriations Act, 2001. According to the US Department of Education's web site, Missouri can expect $7.4 million for TLCF.  However, the Department has not yet issued the state awards. With this being the 5th award of a 5-year program, we will reserve funds to support second-year grants for next year – in case the TLCF program is not continued. This will result in fewer first-year grants being awarded this year, but will assure these grant recipients of a second year. We hope to announce tentative approvals later this month.

**National Internet Filtering Bill**
Last month, Congress also passed "The Children's Internet Protection Act." Although the bill has created a storm of criticism from several interest groups, likely it will be signed into effect.

Any school or library that receives discounted rates for services under the E-Rate program, or receives funding through the Library Services & Technology Act or Title III (TLCF), in order to purchase computers used to access the Internet, or to pay for direct costs associated with accessing the Internet, must comply with the conditions of the Act. School districts should become familiar with the Act and start planning appropriate action. See *http://COSN.org/resources/121900.htm* for an indepth explanation of the mandate.

In short, Schools and Libraries must:
- Adopt and implement an "Internet Safety Policy" with the following elements included:
  o Operation of a "technology protection measure" that "blocks or filters Internet access to visual depictions" that are Obscene; Child Pornography; Harmful to minors; Any other Internet content a local educational agency, elementary or secondary school, or library determines is "inappropriate for minors;"
  o Safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communications; (i.e. Instant Message services)
  o "Hacking" and other unlawful activities by minors online;
  o Unauthorized disclosure, use, and dissemination of personal identification information regarding minors; and
  o Measures designed to restrict minors' access to materials harmful to minors;
- Hold at least one public meeting or hearing on the Internet Safety Policy.

The following web-based resources are suggested to help schools, educators, and parents make informed decisions about Internet safety.

"Safeguarding the Wired Schoolhouse: School District Options for Providing Access to Appropriate Internet Content"
The Consortium for School Networking (CoSN)
October 2000
http://www.safewiredschools.org/

"Filtering Options and Objectives"
The Missouri Research and Education Network (MOREnet)
July 1998
http://www.more.net/rnd/ipfiltering.html

**Federal TLCF Reporting Requirements**
The TLCF Online Reporting dates have been revised. Instructional Technology staff were informed on January 4, that we have until February 2, 2001, to complete state-level data. The district-level data will have a later deadline. The SEA must complete its data before the LEAs can enter their data -- be assured that we will complete our portion of the data as quickly as we can so that schools have time before the their deadline looms.

**TAG/VIDEO Grants Update – Amendment Cycles**
Now that most districts and universities have approved applications for FY 2001, it's time to discuss the amendment cycle. Like the application process, amendments are submitted and approved via the web. The TAG/VIDEO application may be amended up to 4 times prior to June 15. Whether you amend one or both parts of the applications (that is, the TAG and/or the VIDEO budgets), each entry date uses up one of your 4 allotted cycles.

In essence, amendments are made to adjust the budget. Budget changes may be necessary because of price changes, product changes, activity modifications, or unexpected opportunity.

An expenditure variation of 10% or less between two approved expense codes (6100-6500) is allowed without prior Department approval. Neither expense code item may be increased or decreased by more than 10% of the lesser of the two expense codes. The total state expenditures cannot exceed the total state approved budget. Expense codes with no allocated funds cannot be increased.

An expenditure variation in excess of 10% in any expense code (6100-6500) or to allocate money to expense codes that have no approved funds requires prior approval. Submit the amendment to the Department. Upon approval, the district may make the requested change(s).

**Amendment Procedures and Guidelines**
Data entry staff and the authorized representative have access to the amendment portion of the electronic application. If there are any questions concerning user ids and passwords, call 573/751-2645.

There are two sections of amendment that must be completed.
1.  Budget Grid
    - enter numbers in the Budget Grid columns labeled 6100-6500 and Match;
    - enter data in the white cells;
    - all figures should be rounded to the nearest dollar;
    - professional development expenditures must be documented in row labeled professional development (6.7);
    - gray cells are calculated automatically upon clicking the button labeled Calculate Totals. This does **not** save the information.
    - scroll over and/or down and click the Save button;
    - scroll to the bottom of the screen to view error messages. The information has **not** saved if there are errors. A red arrow at the top of the screen indicates incorrect information has been entered. **Remember**: The Budget Explanation and the Budget Grid **must** match. If errors are received, check for the accuracy of both sections of the budget.
        1a. school comments section (describe the reasons for the amendment).
2.  Submission
    - the authorized representative must submit the amendment.

**eMINTS Update**
Soon the Department will be distributing applications materials for the FY02 eMINTS Program. Included in the Department's January 11th consolidated mailing, these materials will include a cover letter, workshop information, FAQ, projected costs table, timeline, and application forms. To be eligible, applications must be submitted and received by the Department by no later than February 21, 2001.

As in the past two years, we expect to have enough funds to expand the eMINTS program into 100 additional classrooms next year. Beginning with this set of applications, the eMINTS program becomes a three-year program. Districts implementing eMINTS for the first time will be expected to provide a three-year commitment; teachers already in the program can opt to participated in the additional (limited) training and follow-up services provided to 3rd-year teachers. Accordingly, we will entertain two applications -- from "new" districts wanting to start eMINTS in two classrooms and from districts already in the program that want to expand the project to another two classrooms within the same building. Ideally, we would fund 50 "new" district classrooms and 50 "building expansion" classrooms; however, the 50/50 split might change depending on the numbers and kinds of application submitted.

**E-Rate Update**
In December, we reported that Wave 29 was the last wave of funding commitment decision letters to be issued for Year 3 (for services provided July 2000 through June 2001). Of the $2.085 billion committed through Wave 29, nearly $58 million has been committed to Missouri schools and libraries. This compares to the $23.6 million Missouri received in Year 1 and $28.6 million last year.

Note that the SLD window for filing applications for Year 4 will remain open until Thursday, January 18, 2001. A list of 15 tips designed to help e-rate applicants have been posted at www.sl.universalservice.org

**Finding Missouri: Our History and Heritage Update**
*Finding Missouri* materials will be distributed this month! Each set includes a Teacher Guide, Bibliography, a video segment on how to use the videos and materials, and 18 video units that showcase natural and built resources and primary and secondary sources to tell the story of Missouri and its people. The materials will be sent to all Missouri public schools that house a 7th-grade class, while extra packages will be sent to Missouri public libraries, public television stations, Cooperating School Districts, and SuccessLink.

Note that the materials may be duplicated as needed and used in perpetuity. Based on the number of telephone calls, it appears that many schools were able to download the videos via the three December satellite broadcasts.

**Technology Planning and Approval**
This month's *Newsline* issue presents the final installment of the "Technology Planning Tip of the Month." By now, schools should be well on their way at developing or revising long-range technology plans. Board-approved and state-approved technology plans are required for the e-rate program and for the grant programs administered by the Instructional Technology section. State approval is good for up to three years. To receive state approval in 2001, districts must submit their new / revised plans by no later than April 15. Contact Kathy Parris in our office if you have any questions about how to submit a plan for approval or want to serve as a technology plan reviewer.

**Future Newsline Articles, Features**
Two new topics will be featured in coming issues of *Newsline*: PT3 Implementation grants and PD Tips of the Month. Perhaps you have a topic (an interest or need) that you would like for *Newsline* to address.  Or perhaps you have an interesting project or a successful activity you would like to share. If so, contact Rosalyn Wieberg in our office. Prospective articles can be emailed – but they must be received by no later than the 25th of each month to be featured in the next issue.

**PT3 Grants – Preparing Tomorrow's Teachers to Use Technology**
First funded in 1999, PT3 grants are awarded by the US Department of Education to Colleges of Education to support a comprehensive effort to infuse technology into the teaching and learning experiences of prospective teachers. Strong and extensive curriculum redesign and faculty development using high-quality learning resources are essential. Such efforts include cross-disciplinary collaborations and strong partnerships with K-12 schools. These partnerships place postsecondary faculty and K-12 teachers in learning activities that improve the learning technology proficiency of future educators. To learn more about the PT3 program, grants

awarded in 1999, 2000, and the 2001 application process, visit the web site at
http://www.ed.gov/teachtech/.

Below is a listing of the Missouri institutions that have received PT3 grants. Note that Capacity-Building grants are similar to planning grants, and were awarded in 1999 only.

1999 Awards:
- Drury College – Capacity
- Harris-Stowe State College – Capacity
- Northwest Missouri State University – Capacity
- Saint Louis University – Capacity
- Southwest Missouri State University – Implementation
- University of Missouri-Columbia – Implementation
- University of Missouri-St. Louis -- Implementation

2000 Awards:
- Harris-Stowe State College – Implementation
- Northwest Missouri State University – Implementation
- University of Missouri-Kansas City -- Implementation


◆ **New National Technology Goals**
   www.ed.gov/Technology/elearning/index.html

*e-Learning: Putting a World-Class Education at the Fingertips of All Children* presents the newest National Educational Technology Plan.  Since the 1996 release of the nation's first educational technology plan, interest in increasing the use of technology in education has catapulted to national prominence. Given the tremendous progress made in integrating technology into teaching and learning and the continued advances in the affordability and capabilities of technology, the need to move beyond the 1996 goals became evident. In the fall of 1999, the U.S. Department of Education undertook a strategic review and revision of the national educational technology plan, in consultation with the full range of stakeholders: educators, researchers, policymakers, students, parents, and higher education, industry and other leaders. The outcome of this strategic review was five new national goals for technology in education.

NATIONAL EDUCATIONAL TECHNOLOGY GOALS

Goal 1: All students and teachers will have access to information technology in their classrooms, schools, communities and homes.

Goal 2: All teachers will use technology effectively to help students achieve high academic standards.

Goal 3: All students will have technology and information literacy skills.

Goal 4: Research and evaluation will improve the next generation of technology applications for teaching and learning.

Goal 5: Digital content and networked applications will transform teaching and learning.

## ◆ TEAMS Distance Learning and *CyberScoop* Newsletters

teams.lacoe.edu/

Missouri has been involved in **TEAMS Distance Learning** since 1991. TEAMS bring exemplary learning opportunities to K-8 students, teachers, and parents across the United States through nationally televised satellite broadcasts and the Internet. Learners use instructional technologies to access a combination of the best features of time-dependent (synchronous) video-based instruction along with time-independent (asynchronous) computer access to multimedia and the Internet. TEAMS Distance Learning is one component of the ET&T (LACOE Telecommunications and Technology) division, a service of the Los Angeles County Office of Education (LACOE). Funded in part by Star Schools legislation through the U.S. Department of Education's Office of Educational Research and Improvement (O.E.R.I.).

Content areas covered by the TEAMS satellite programs and web resources include mathematics, science, history/social sciences, language arts and the fine arts. Resources of the TEAMS web site include classroom projects, lesson plans, internet support, parent resources, reading village, and much more.

**CyberScoop** is a free, monthly email publication for TEAMS teachers that features websites and other articles of interest to educators. There's even Cyberscoop specifically for K-2 teachers. To subscribe, visit http://teams.lacoe.edu/documentation/support/carole/subscribe.html


## ◆ Missouri Prime Vendor Contract Update
### Hi-Tech Products and Services Without Going to Bid!!
*-Submitted by Shannon Dake, Marketing Coordinator, Computers Plus, Inc.*

Schools now have a one-stop provider for all their technology needs.  Computers Plus, Inc., (CPI) a Mid-Missouri based technology company, has recently been named the sole service provider for the State of Missouri Prime Vendor Contract.  Along with providing service on this contract, CPI also sells their own line of PC's, servers and laptops, called Perpetual Systems.

What does this mean to schools? This means, as a school you are able to purchase technology products and services through a government contract at discounted prices.  Technology coordinators throughout the state have found CPI Maintenance Contracts and Block Time Service Agreements to be valuable and economical tools.  From network management and configuration, wiring or wireless installations, installation and deployment for PC's and servers, LAN and WAN, CPI is there to handle all your technology needs.

What are the benefits of purchasing through the Prime Vendor Contract?
- Avoid the time consuming and costly bid process
- Low priced, high quality hardware, software, and services
- Information Technology Service from highly certified technicians
- Guaranteed top priority repair for Maintenance Contract service calls.  Rapid response is achieved by strategically locating CPI technicians throughout the state

Computers Plus, Inc. has extensive experience in serving the Education market. CPI currently has an entire division dedicated to providing technology service to Missouri school districts.  CPI was selected as the supplier for e-MINTS student workstations; Additionally, CPI is responsible for all installation and maintenance of e-MINTS classrooms throughout Missouri.

For more information on how to save your school district time and money by purchasing through the Prime Vendor Contract, please contact Carolyn Paris, CPI Education Account Manager at 800-588-9927 ext. 515, or e-mail her at cparis@compplus.net.

## ◆ Missouri Schools in the News

Jennings School District – Exemplary Technology-Supported Schooling Case Studies

Last year, the US Department of Education awarded a grant to the University of Minnesota to conduct research on the role of technology in school reform. The goal of the study is to identify successful school reform initiatives across the nation, yield descriptions of the nature of those reforms and the role played by technology, and share these findings to help other schools who are interested in adopting such reforms understand what is entailed. Data collected will also contribute to two major international studies of technology and education reform.  In December, Jennings Junior High School was selected to participate.  Nationwide, 12 schools were selected from 70 nominations/entries.

Missouri Gets Good Grades For Online GED Preparation Program

A collaborative project of Kansas City Public Television and the North Kansas City School District is helping adults get GEDs. The pilot is an online GED preparation program that uses a virtual classroom to help adult students hone their skills in mathematics, English and reading, and is funded by the Department of Elementary and Secondary Education.

The newest version of the pilot has been online since September and grew out of a program called GED on TV, sponsored by KCPTV that put adult-education classes on television. KCPTV then started a program called KC Reach, a distance-learning consortium of approximately eight universities.  KC Reach is working with the school district to combine with the district's adult-education component.

The adult students sign up for the program, take an initial assessment test to gauge their educational standing, and then follow an education plan tailored to their needs.  Students are given passwords to use when logging into the virtual classroom and all homework assignments are assigned and turned in online. The site also has online worksheets for problem areas that provide students with links to other web sites that can offer more assistance. There are plans to expand the pilot program to other rural and urban areas of the state.
(E-Government, Government Technology News— http://www.govtech.net.)

## ◆ The American Memory Fellows Program
*- Submitted by Susanne Carter, Grant Writer, College of Education, University of Missouri*

This program provides an exciting opportunity for outstanding teachers, librarians, and media specialists to work with the Library of Congress to better understand how primary sources can enrich grades 4-12 curricula. This is a year-long professional development opportunity, the cornerstone of which is the summer institute, held each year in Washington, DC at the Library of Congress.

The American Memory Fellows Program sponsors 25 two-person teams of exemplary grade 4-12 educators to come to Washington, DC for a summer institute. At the 6-day institute, fellows will work with Library of Congress staff and consultants, examine both actual and virtual primary source artifacts - photographs, maps, prints, motion pictures, documents, and texts - and develop

sample teaching materials that draw upon the Library of Congress on-line materials. In the course of the year that follows, these teacher-created materials are 'roadtested' in fellows' classrooms, then edited for presentation on the Library of Congress Learning Page at http://learning.loc.gov/learn/  Web site for more information: http://lcweb2.loc.gov/learn/amfp/apply/overview.html

## ◆ Technology Planning Tip of the Month

### The DREADED MATCH - Technology Grant Funding
 *- Submitted by Marcia Haskins, Independence School District*

*The good news...* you've got this absolutely GREAT idea for a technology project that is perfectly aligned to a grant opportunity!! *The bad news...* you've got to find local money to provide the match!!

Instead of despairing, it's time to get creative and to communicate. District teamwork is what matching dollars are all about. Matches for state technology grants can come from many different sources and now is the time to draw on your connections with other district staff to find the sources that will work best. When looking in our district, there are five standard sources I look to:
- Title I
- Title II
- Title VI
- District Professional Development funds (1% monies)
- District dollars from the general fund

There are a series of questions I ask regarding the grant idea that impacts where I go to get the matching dollars.
- Is the grant idea aligned with our District's CSIP plan? If yes, then I know that funds from any of the five sources could be used.
- In order to successfully implement the grant, will professional development of teachers be a part of the activities?  If the answer is yes, then I know that Title II and District professional development funds are sources that could be used for the match.
- Is the grant an innovative project? If yes, then I know that Title VI funds could be used.
- Does the grant impact Title I teachers or students in Title I schoolwide projects? If the answer is yes, then Title I dollars are a potential source, at least for part of the match.

Once I have identified which sources are the most appropriate, I then schedule meetings with the persons who oversee those funding sources. At that meeting, I share with them my idea, overviews of my intended instructional outcomes and total budget. The budget is then further broken down and discussed in terms of what the grant would cover and what the district match would cover.

By approaching grants from a team perspective, you get a broader commitment to technology – more people see the bigger picture. This commitment is what will convince others that local dollars, either district or grant dollars, should be used to support the technology grant idea. In order to sustain that commitment, don't forget to keep the team updated as to the impact their program dollars had in reaching your grant objectives. Remember, if you do what you say you are going to do and you give them credit for helping you get there, then the next time you need to find that DREADED MATCH, it won't be as difficult to convince others to help out.

**Meeting the Technology Challenge Economically**
*- T.H.E. Journal, October 2000 --* www.thejournal.com

Many small school districts feel that they are being left behind in the race to integrate information technology into the classroom. Often, they lack money, in-house expertise, facilities and support that are available to large districts.

Louisa County Schools in Virginia has shown that this doesn't have to be the case, and their technology director lists four keys to success.
1. Get Support: From the School Board and Superintendent to try out new ideas.
2. Take Advantage of Grants: Supplement the budget through various grants and the E-rate funding.
3. Buy Smart: When funding is tight, the importance of getting the best value out of every purchase is primary. Several factors come into play when deciding what hardware, software, and services to buy.
   a. Plan: Know where you are going in the long run before you start buying for the short term. Also, research the direction technology is taking, so you won't invest in an infrastructure that will soon be obsolete.
   b. Control the Salesman: Research the market and know exactly what you need before you buy. Salesmen usually work on commissions and want to maximize the amount of the sale.
   c. Ignore the Advertising: Manufacturers of brand name products spent a lot of money promoting the name. This raises the cost to the buyer without adding any value.
4. Involve Others: All facets of the school system must work together to implement a successful technology program.—teachers, administrators, IT personnel, maintenance staff, and students


◆ **Learning With Technology**
   *- Featuring Chaffee R-II and Laclede County R-I*

**Chaffee R-II**
Someone once told me we should title this project "How to Move From the Dark Ages to Y2K in Two Years!"  The coordination of "Tech Knowledge G.E.E." a TLCF Infrastructure Grant and "Tech Knowledge G.E.E. part II" a Competitive Technology Grant has put Chaffee R-II Elementary on line! We started with no networked or online computers in the classrooms, and no previous staff development in technology integration into the curriculum.  Teachers and paraprofessionals were eager to learn. All levels of computer ability were represented. We were moving from an elementary building that had little technology in use to an elementary building totally networked, online, and equipped with award winning networked software**.**
The goals of this grant were to measure and increase:
- Student Technology Skills
- Staff Technology Skills
- Technology/Curriculum Integration
- Communication Arts Scores

A successful grant is not measured only by whether or not it is funded. The true measure must be in the ability to raise student achievement. To do this, several criteria must be in place.

The Top Ten Things Which Make A Grant Successful
    10. A well written proposal
    9.  A coordinator to implement the program
    8.  MOREnet for Tech support
    7.  DESE for all the questions
    6.  Adequate facilities
    5.  Support of the community
    4.  Support of the Board of Education
    3.  Support of the Administration
    2.  Staff Support and Development
    1.  Student Achievement!   Student Achievement!  Student Achievement!

I was fortunate to have the full support of the community, BOE, administrators, teachers, and staff at the onset of this project. One of the ways our district provided support was through a building project which provided a new classroom to house an elementary lab. The board also provided support in tight funding years by supplying matching funds for the grants and  creating the position of Grants and Technology Coordinator. The administrators worked closely with the coordinator to insure the project closely fitted the needs of the students. The  teachers and staff were very open and available for professional development training sessions that  sometimes went on till 9:00 pm at night. My model of professional development is a classroom teacher who has gone through a technology metamorphosis. She started out asking the students in her classroom to turn the computer on and off for her because she didn't know how to do it herself. She is now a professional who has taken computer usage classes online, has a computer lab full of well trained second graders cutting, pasting and publishing, and who recently informed me she did all her Christmas shopping this year from the comfort of her home online! Even though student and staff technology skills increased by leaps and bounds and technology integration into the curriculum is rising, the success we are most proud of is our student achievement. In a comparison of the 1998-1999 and the1999-2000 MAP scores in third grade Communication Arts, we increased our percent scoring in the top two (Proficient and Advanced) by more than 12%.  We decreased our percent scoring in the bottom two (Step 1 and Progressing) by more than 20%. We are now scoring above the state average in $3^{rd}$ grade Communication Arts.

Thanks to the funding made available through TLCF and  Competitive Technology Grants, in two years we have come from no Internet connections in the elementary, no up-to-date PC's in the classrooms, no computer lab, and virtually no training for the staff, to an entire building with teachers and staff who are comfortable using their state-of-the-art equipment. This  in turn enables students to be trained in the use of computers and software both in the classroom and in a new lab facility complete with LCD projector and SmartBoard. From the Dark Ages to cutting edge in 2 years!

A big thanks to the United States Legislature for funding legislation for this project and the Missouri  Department of  Education for all their assistance in making this project successful. This project would not have been possible without federal funding and state support. This project would not have been successful without all of the things on The Top Ten List.  For more information contact Peggy Hitt at 573-887-3244 or via email at tgp003@mail.connect.more.net

**Laclede Co R-I**
The Technology Literacy Challenge Fund Grant provided the resources necessary for teachers and students at Ezard Elementary to achieve educational excellence, as we enter the new millennium.  Ezard Elementary located in the small, rural town of Conway, received Internet capabilities only three years ago.  The key word in the TLCF Program for our school was

CHALLENGE.  This grant challenged the faculty to become fluent in computer literacy skills and learn to CHANGE their instructional process and methods.  Teachers received extensive training concerning technology integration in daily classroom instruction.  They learned to use e-mail for the first time, along with the benefits of a vast, worldwide, venue of educational resources and reference material available on the Internet.  Teacher technology skills increased by over 80% during the two-year period of TLCF funding.

The next CHALLENGE was how do you provide equitable access time to almost 500 students through a small, 16-station computer lab?  TLCF placed two new iMAC computers, with printers, in each of the twenty- one classrooms. All students now have daily access to computers in their own classroom.  Placing computers in the classroom allowed teachers additional time to work on new technology skills.

TLCF funds provide a laser printer for the existing computer lab, which had three, outdated dot matrix printers.  Students can actually print out their work, as well as, reference material for the brief time they attend computer lab.

New software was purchased for each grade level, based on student needs and MAP objectives. Students work each day on skills to enhance classroom achievement and MAP scores.  The Internet provides unlimited educational resources for students.  Classroom computers provide students with necessary access time to research and communicate through the worldwide web. Student technology literacy/skills have increased dramatically through the two-year TLCF program.  Students are creating wonderful multimedia reports and presentations.  Students are communicating and learning with students from around the world through various key pals programs.  Most of our students have not traveled outside the state.  Now they can travel throughout the world.

The Technology Literacy Challenge Fund program allows students from little ol' Conway Missouri to charge into the new millennium armed with the knowledge and skills needed to become successful students and productive citizens in our ever changing society. For more information contact Sandy Day via email at sday@fsl.conway.k12.mo.us or 417-589-2171.



## ◆ Showcasing Missouri's PT3 Grants

Preparing Tomorrow's Teachers to Use Technology (PT3) is a federal competitive discretionary grant program addressing the need for well-qualified, technology-proficient teachers who are prepared to teach in 21st century schools. Several Missouri colleges and universities have received PT3 grants. In the next few months we will share the high points of these programs. Typically, PT3 grants support innovative teacher preparation program improvements developed by consortia including higher education institutions, state agencies, school districts, nonprofit organizations and others interested in the development of educators.

**RURAL TECHNOLOGY CAPACITY BUILDING CONSORTIUM**
Northwest Missouri State University

Northwest Missouri State University in Maryville, Missouri (NWMS) is always a busy place, but with the addition of the Rural Technology Capacity Building Consortium activities, students and faculty are finding new ways to communicate and learn from each other.

Last year with a Capacity Building PT3 grant, the College of Education from NWMS, Maryville R-II school district and St. Gregory Barbarigo, a parochial elementary school in Maryville, entered into a partnership to increase and improve the technology integration into curricular areas. Surveys, gap analysis and plans for improvement were set into motion after the consortium formed.

This year, and for the next two years, activities to improve teacher preparation will be funded through a PT3 Implementation Grant.  The overall goal of the project is to maximize the use of appropriate classroom technology in the College of Education and in K-12 schools in our service area. Project coordinator James Fletcher sees this consortium as a way for "education majors to see computer assisted instruction as an everyday tool."  A visit to the NWMS web page at http://www.nwmissouri.edu/rtcbc/index.html gives more information on the following programs:

- Support for the College of Education electronic portfolio program for pre-service teachers. Staff members will be available to assist students and faculty, and a server will be installed to facilitate access and storage of the electronic portfolios.
- A web-based graduate mentoring program in support of in-service teachers early in their careers. An interactive web site has been developed which allows recent Northwest grads to discuss problems, solutions, and best practices with their colleagues no matter where they are.
- An interactive television assisted supervisory project designed to increase contact among student teachers and University supervising faculty. This allows the supervising faculty to meet more frequently with his/her students without having to travel long distances.
- A triad technology integration experience involving College of Education supervising faculty, pre-service teachers, and cooperating K-12 teachers.  Each Triad will develop a project which incorporates age/grade/content appropriate technology for delivery in the classroom by the pre-service teachers.
- A project involving the university and three-five K-12 districts to perform a needs assessment regarding faculty training in technology, and to develop programs to meet those needs.
- A series of workshops for University faculty in subject areas such as electronic portfolios, tech integration, web-based or assisted courses.
- Web-based programs for mentoring graduate, for members of the consortium, in support of the Missouri Assessment Plan (MAP).
- Funding to TEU faculty for technology integration projects in current or new courses.


◆ **World Wide Wire Accessibility Initiative**

The Department has made a concerted effort to check and revise (when needed) all it's web pages to meet the W3C Web Content Accessibility Guidelines 1.0. These are Guidelines written to help web developers comply with the Assistive Technology Act (ATAct), 29 U.S.C. 3001 section 508 as amended. The Department of Education, which is the agency responsible for

administering the ATAct, requires States and any of their subrecipients to comply with section 508. In sum, any State or LEA receiving federal funds must comply with section 508.

Section 508 ensures that individuals with disabilities have access to electronic and information technology. The primary goal of the guidelines is to ensure that the content is accessible to all users.

Guidelines have been issued to help States and LEAS comply with content accessibility in Section 508. There are several sites on the Internet that may be of assistance as you work to make the district's web site accessible to all users.

1. Guidelines for Section 508 expected by January 2001
   http://www.gcn.com/vol19_no31/news/3178-1.html

2. Electronic and Information Technology Accessibility Standards (draft)
   http://www.access-board.gov/sec508/nprm.htm

3. Web Content Accessibility Guidelines 1.0 (Full Text)
   http://www.w3.org/TR/1999/WAI-WEBCONTENT-19990505/

4. Web Content Accessibility Guidelines (DESE-produced version including only Priority 1's and some suggested Priority 2's and 3's)
   ftp://www.dese.state.mo.us/pub/training/deseaccessibilityguide_95.doc
   http://www.dese.state.mo.us/training/deseaccessibilityguide0300.pdf

## ◆ Copyright Question of the Month

**Q.** May an educator (e.g., administrator, classroom teacher, substitute teacher, or student teacher) other district employee, volunteer, or others scan and digitize <u>allowable</u> portions of images (cartoon, chart, diagram, graph, picture, or drawing) for use in presenting at peer conferences and workshops?

**A:** Yes. This is permissible if the presentation is made to an educator's peers; it is made for a non-commercial purpose; the quantity limitations are followed; and the presenter is not making a profit.

Note:
- No more than five images by any one artist or photographer may be reproduced or otherwise incorporated.
- No more than ten (10) percent or 15 images, whichever is less, may be reproduced or otherwise incorporated from a published collective work.

Note: These limits apply cumulatively to each educator's multimedia project(s) for the same academic semester, cycle or term.

Note: Alterations may be made to the copyrighted work that is being incorporated into an instructional project. This is allowed ONLY if the alterations support specific curriculum objective. Educators are advised to note that alterations have been made.

## ◆ *Copyright Applies to Everyone*
   www.dese.state.mo.us/divinstr/curriculum/lmcindex.htm

Sponsored by the Department's Curriculum Section, *Copyright Applies to Everyone* is designed to assist K-12 schools deal with today's complex copyright questions. The document is available in .pdf on the DESE web site. Also available on the web are four awareness brochures to print and distribute.

# ◆ Internet Sites of Interest

**The Benton Foundation**
Want to know what's going on in the telecommunications industry? The Benton Foundation site has updates on telecommunications legislation and policy-making events that affect the way new technologies are legislated.
http://www.benton.org/

**Library Hot Five:  The Real Millennium**
The true beginning of the third millennium is on January 1, 2001.  Prepare for a new beginning with a look at the past and a peek into the future.

- Biography of the Millennium
  http://www.biography.com/features/millennium/
  Biography.com features a list of 100 people who have had the most influence.  Check out the list, take a quiz, and post your opinions on who were the most influential people.

- New York Times Crossword:  People Of The Millennium
  http://www2.ec.gc.ca/eco/main_e.htm
  Play this online crossword puzzle to show what you've learned about the people who have influenced the last 1000 years.

- Millennium Eco-Communities
  http://www2.ec.gc.ca/eco/main_e.htm
  Now that a new millennium is upon us, how will we live on the planet to ensure that we'll be here for "Y3K"?  This site makes a good springboard for units on community and environmental studies.

- Sunenergy For The New Millennium
  http://www.angelfire.com/on2.sunenergy
  Join a worldwide investigation of solar energy.  Build a solar energy collector to evaluate your location's solar potential!  Your class will use project data to study relationships between elevation, latitude and solar energy.

- Person Of The Year
  http://www.time.com./time/poy2000/
  Time magazine has selected George M. Bush as their person of the year.  Read about the next president of the United States.  Then re-visit the year 2000 by clicking on Year in Pictures.

Educators:  the Library Hot 5 email list is a weekly service of Classroom Connect.  The Library Hot 5 is now archived.  Go to: http://listserv.classroom.com/archives/hot5.html

**Gettech.Org**
Get students thinking about high tech careers with Gettech.org. The U.S. Department of Commerce and the National Association of Manufacturers (NAM) recently unveiled the GetTech

web site, a new public service campaign designed to encourage students to prepare for careers in science and technology. The site explains that many of the fastest growing and highest paying jobs in the future will be science, manufacturing, and technology, but too often students opt out of those courses because of negative stereotypes and a lack of role models or career information. The GetTech campaign features a teen-friendly web site, public service announcements, and materials for teachers and students. The target audience is middle school students, ages 11 to 14. The web site also provides information about specific technology career. For more information visit http://www.gettech.org

**Standards Toolkit**
At the core of the STANDARDS Toolkit is TeachMaster Technologies' new STANDARDS Design Master. This program provides the "skeleton" template in which to enter your subjects, grade levels, standards, benchmarks, and lesson plans. Its consistent layout eliminates the inconsistency problems which have plagued curriculum development teams in the past, and it's Table of Contents view window provides the necessary 'big Picture" of your newly forming hierarchy. For more information visit http://www.Teachmaster.com

**Project Achieve**
This web site integrates state standards into electronic lesson planning.
www.projectachieve.com

**Quia.Com: Clearinghouse Of Information And Activities**
http://www.quia.com
This research site provides a variety of educational services, including a directory of thousands of online games and quizzes in more than 40 subject areas and templates for creating online games such as flashcards, matching, concentration, word search, and hangman. The site also includes information on tools for creating online quizzes, quiz administration and reporting tools, and free teacher home pages.

**Eduhound**
http://www.eduhound.com
An extensive list composed of main web site categories arranged in alphabetical order. Select the category by clicking on a keyword and a search for that particular topic will be activated and results presented. Also available are helpful Webquests sites to use in your classroom.


◆ **From the Mailbag**

**Web-Based Education Commission Report Released**
The Web-Based Education Commission has issued it report to the President and Congress. The bipartisan, congressional Commission set out to discover how the internet is being used to enhance learning opportunity for all learners, pre-kindergarten through high school, at postsecondary colleges and universities, and in corporate training. The report, "The Power of the Internet for Learning: Moving from Promise to Practice", has been called the most indepth study in the use of online technology to date. It finds that "although web-based education is in its earliest phase, it holds extraordinary promise" and urges the federal government to upgrade school Internet access to broadcast connections and provide continuous and relevant training and support for education at al levels. The 185-page report can be obtained online at interact.hpcnet.org/webcommission/index.htm.

**Free Management Tools From Tech Experts Available Online**

Schools can now download free management tools for such issues as personnel training, safety, grant writing, technology needs and leadership development at *www.t2ed.com*.

Experts working on government-funded projects developed the tools.  The Department of Energy and Westinghouse host this pilot program designed to share technical information developed in the course of their work.

By sharing these royalty-free, web-based programs to non-governmental U.S. organizations including schools, businesses and nonprofit organizations, they aim to ensure that the tax dollars spent on researching and developing the tools will have the widest possible benefit. Some of the tools available to download are:

- Training and Educational Leader Self Assessment (TELSA), which identifies the development needs of training and educational leaders, including principals and those who aspire to attain such positions;

- Web User Training Assessment, which provides educational and other institutions with a systematic means of identifying the training needs of web users;

- Grant Proposal Self-Assessment Tools, designed to help grant writers evaluate and improve their grant proposals;

- Writing Winning Grant Proposals, two interactive, simulation-based classroom courses in which participants get the opportunity to evaluate real proposals and write sections of their own.

For more information, contact Bill Keeley, Organizational Development & Research, Westinghouse-Waste Isolation Division,   (505) 234-7594 or www.t2ed.com or email keeleyb@wipp.carlsbad.nm.us

**IBM PC Recycling Service for $29.95**
Through the IBM PC Recycling Service, consumers and small businesses can recycle any manufacturer's PCs, including system units, monitors, printers and optional attachments for $29.99 which includes shipping.  IBM PC Recycling Service will either recycle the equipment or refurbish the system and arrange for its donation to Gifts in Kind International (GIKI).  If the computer meets the criteria for donation, the donor will receive a receipt for potential deduction on their annual federal tax return up to the amount allowed by law.  Customers may purchase the PC Recycling Service when buying any new IBM PC system at http://www.ibm.com/shop,or purchase the service separately by calling 1-888-SHOP-IBM (746-7426).  Quick reference part number 06P7513.

**Macintosh Computer Donation Program**
What began as a service to a customer has turned into a full-fledged program for the benefit of schools.  MacTreasures now maintains a database of donors of Macintosh equipment and schools seeking equipment.  In some areas we even have volunteers to help set up equipment.

Our role in this program is solely to provide a listing to the donators of schools around them that are interested in receiving donations. We request that the donator be sure that all donated equipment is in good working order, but we cannot guarantee this. All logistics are to be worked out between the donator and the school, such as shipping costs, pick-up if donator is close, etc. MacTreasures has no part in any of the follow-up logistics.

We need basic information on the school, including:
- o Contact information, including location
- o Summary of what computers they have currently
- o If they want to upgrade, want more of the same, etc.
- o A little about the school (this need not be long, but a summary).

None of this information need be lengthy. The donators are given listings of schools in their area/city or state, including a copy of the email we receive from you with your school information.  The donator makes the selection as to where they want to donate their equipment and contacts the school to make delivery arrangements. The cost of shipping/ delivery will be between the donator and the school. In some cases the donator might want the school to pick up shipping costs.

If you wish to have your school included, email Carole Holcomb at caroleh@mactreasures.com with the information. http://www.mactreasures.com

**Lesson Plan Portals**
Why waste time reinventing the teaching wheel when you can draw from the experience of others?  These lesson plan portals offer lots of tried-and-true classroom activities to use as is or to modify to suit the specific environment or instructional style.
http://www.teachlearning.com/db_area/archives/WCE/archives/Lessonpl.htm

- Free Lesson Plans.com—An amazing collection of no-charge educational resources and teaching materials.  Organized by age level, general topics, and subjects, you'll find reproducibles for puzzles, worksheets, math charts, coloring pages, and grade sheets.

- Family Education Network—Assortment of lesson plans, educational resources, suggestions for classroom activities, and email newsletter opportunities.  Information is provided by ages and grade, activities, news, and hot topic categories.

- LessonPlanZ.com—3500 pre k-grade 12 hand-picked lesson plans and resources for a wide variety of subjects.  You can look for lesson plans by grade level, theme, subject area, and season, keyword, or for specific teaching materials such as worksheets and printable pages, songs and poems, and recipes.

- The Teacher's Corner-This website is devoted to teacher resources, lesson plans, thematic units, and seasonal items.  Each topic is linked to a variety of creative study aides.  Some of these learning tools are lesson plans, and many are links to topic-related web sites.

- Lesson-Plans-Discovery Channel School—This site provides to several teaching tools and resources, including lesson plans with suggested class activities, study questions, and vocabulary.  Teaching resources may be downloaded as a single file for easy printing.  Often the featured lesson plan will be tied to a particular Discovery Channel TV program.

- Enhancing Learning Through Imaging—Lesson plans available at this Kodak-hosted Web site focus on using photography to enhance subject-based learning.

- LightSpan.com: Online Learning for School and Home—This educational portal provides links to a database  of more than 115,000 grade-appropriate, expert-selected lesson plans,

encyclopedia articles, and projects.  Point your browser on the Teacher's Channel for educational content sorted by grade level.

- Scholastic—Standards-based, ready-to-use lesson plans and reproducibles may be accessed from this educational mega-site for teachers, kids, and parents.  Teacher materials are organized by grade level and curriculum area.  There are opportunities to sign up for free email newsletters, links to professional development resources and teaching strategies, tips on teaching with technology, and a searchable web guide.

**University of Missouri Course Announcement**
The University of Missouri announces an exciting new online course in Adaptive Computing Technology. The course is intended for persons involved with special education, vocational rehabilitation, independent living, school to work transitions, and other aspects of service to individuals with disabilities. It will survey the field of adaptive computing with an emphasis on the practical uses of computer technology to empower persons with disabilities in academic and vocational endeavors. Students will learn about the types of computer adaptive technology, terms related to the use and funding, how to locate vendors, and the state and national resources. A special emphasis will be placed on assessment criteria related to mobility, visual, and learning issues. Students will discuss their own expectations for adaptive technology and learn to develop formal technology recommendations for use in their professions.

The course is being offered online through the University of Missouri Rehabilitation Counseling Program and MU Direct. The instructor for the course is Darren Gabbert, Director of MU's Adaptive Computing Technology Center. This is an asynchronous course, so there are no class meetings, no travel, and no set weekly schedule. All student/teacher and student/student interactions take place through web-based discussions and e-mail. Students may work on the course at the time of day and day of the week that is most convenient for them. However, there are weekly readings and assignments. The course may be taken from any computer with Internet access, either at home or work, or both. The course will begin on January 29, 2001, and will run 14 weeks. The registration deadline is January 24, 2001.

For registration and tuition information, contact MU Direct at (800) 545-2604, or at http://mudirect.missouri.edu, or get more class information at www.rcep7.org. The course number and name are: A-310: Seminar - Adaptive Computing for Persons with Disabilities (3 credits). For more details about the course content, contact Darren Gabbert at
darren@missouri.edu

**Christa McAuliffe Fellowship Program**
The Christa McAuliffe Fellowship Program is designed to reward excellence in teaching and is valued at $28,000.  Recipients may use the Fellowship to conduct research on school improvement initiatives; develop applications for learning technologies; develop innovative programs; or conduct projects involving business-school partnerships.  Any full-time teacher in a public or private school in Missouri with at least eight years of experience is eligible to apply. The funding is provided by the U.S. Department of Education and administered by the Council of Chief State School Officers.

An original application and seven copies must be postmarked by February 28, 2001.  The project must be completed between August 1, 2001 and June 30, 2002.  Copies of the application form may be downloaded from the Department web site at: http://www.dese.state.mo.us/. Look under Programs and Services A-Z ("C" for Christa McAuliffe Fellowship Program). For more

information concerning the Fellowship Program or the application process, call Special Vocational Services at 573/751-2661 or e-mail Jean Cole at jcole@mail.dese.state.mo.us

## ◆ Mark Your Calendar

*January*

| | |
|---|---|
| 15 | Dr. Martin Luther King's Birthday (State Holiday) |
| 15 | TAG/VIDEO First Payment |
| 25 | *Newsline* Articles Due |

*February*

| | |
|---|---|
| 1 | Publish *Newsline* online |

## ◆ Upcoming 2001 Conferences

January 11-13    21st Annual Florida Educational Technology Conference
Orlando, FL
www.fetc.org

January 25-27    TRLD 2001 19th Annual International Conference on Technology, Reading
& Learning Difficulties
San Francisco, CA
www.trld.com

February 5-7    Midwest Education and Technology Conference (METC)
Regal Riverfront Hotel, 200 South 4th Street, St. Louis, Missouri 63102
info.csd.org/METC2001/metc2001post.html

February 20-23    6<sup>th</sup> Annual CoSN Conference: K-12 School Networking: Web of Change
                  Washington, DC
                  www.cosn.org/conferences

February 25-27    Missouri ASCD Conference
                  Hyatt Regency Hotel, Kansas City, MO

March 1-2         MOREnet Technology Conference 2001
                  Marriott's Tan-Tar-A Resort, Osage Beach, Missouri
                  www.more.net/events/mtcs01/

March 5 – 10      SITE 2001, Society for Information Technology & Teacher Education
                  Holiday Inn International Drive Resort, Orlando, FL
                  www.aace.org/conf/site

March 18-20       2001 Show-Me Professional Development Conference
                  "Time to Learn, Time to Grow, Time to Change."
                  Marriott's Tan-Tar-A Resort, Osage Beach, Missouri

March 22-23       HELIX 2001-- Higher Education Learning & Information exchange
                  Converging Technologies: Effective Approaches in Distributed Learning
                  Marriott's Tan-Tar-A Resort, Osage Beach, Missouri
                  www.more.net/projects/members/helix2001/index.html

March 27-28       Southwest Education & Technology Conference (RCET-SW)
                  University Plaza Hotel, Springfield, MO

April 17-22       National Distance Learning Month

April 21-24       Missouri Association of School Librarians Spring Conference
                  Tan-Tar-A, Osage Beach, MO

June 23-26        TIE 2001 Conference: Expanding Expectations
                  Snowmass, Colorado
                  www.tie-online.org/c2001.html